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ABSTRACT

The problem under investigation in this report was the low achievement level of some students in the ESEA Title I Schools in Kansas City, Missouri. It was felt that part of this low achievement was due to a negative feeling among some teachers regarding the ability of the children to achieve. Kansas City mental health professionals and educators sought to prove the hypothesis that negativism might be reduced if the teachers had an improved awareness of themselves and the inner city community and children. The research design included participating and non-participating teacher groups, a principal's group, and a supervisory personnel group. A semantic differential type of instrument was used for pre- and post-testing. Participants tended to be more positive toward concepts tested than did nonparticipants; and post-test scores tended to be more positive than did pre-test scores. Limitations, and recommendations for future research of this nature are included. (Author/DM)

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A Group Dynamics Approach To Effective Attitudinal Change In Teaching of Disadvantaged Children

A Pilot Program

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Division of Urban Education

School District of Kansas City, Missouri
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August, 1970

U.S. Department of Health, Education, and Welfare

Office of Education

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PREFACE

This is an evaluation report of "A Group Dynamcis Approach To Effective Attitudinal Change In Teaching Of Disadvantaged Children---A Pilot Program."

The period of the grant was from July 1, 1969, through July 31, 1970.

The work and services were under the direction of Mr. Robert R. Wheeler, Area Superintendent of the Division of Urban Education of the School District of Kansas City, Missouri.

This report represents the combined efforts of teachers, principals, and supervisors in the Division of Urban Education.

The group leaders, all from the Menninger Foundation, were Marvin Ack, Ph. D.; Austin M. DesLauriers, Ph. D.; and Roy Menninger, M.D.

The consultants to the program were Winona Hartley, Ph. D., and Charles Wilkinson, M.D., of Western Missouri Mental Health Center.

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INTRODUCTION

Description of the Problem

The concern under investigation is the low achievement level of some students in the Title I Schools. It was strongly believed that part of this low achievement came about, because some teachers had a negative feeling regarding the ability of the children to achieve.

It was advised that this negativism might be reduced if the teachers had an improved awareness of themselves, the children in the inner city, and the inner city community.

The Division of Urban Education of the Kansas City, Missouri, Schools; The Menninger Foundation of Topeka, Kansas; and the Greater Kansas City Mental Health Foundation, sought to prove this hypothesis through a program of Group Dynamics.

METHOD

Teacher representatives from the eleven Title I Schools formed two Participating Teacher Groups and two Non-Participating Teacher Groups. (See Appendix L on pages 54-55)

The Participating Groups met for one two-hour group dynamics session each week for fifteen weeks. Group 1 met on Monday, and Group 2 met on Friday. All meetings were in the afternoon and within the time school was in session.

Group leaders were regular staff members of the Menninger Foundation.

Some of the objectives of the group sessions were:

1. To become aware of one's attitudes and those of others, and to examine these attitudes.

2. To review personal class experiences and those of others, and study the behavior phenomena which transpired.

3. See Appendix H.

In order to implement the program and to give support to the teachers, two additional groups were formed, one from the Principals of the participating schools, and one from supervisory personnel of the Division of Urban Education. The group leaders for these groups were the same as those for the Teacher Groups.

ANALYSIS

The numerical value of the composite data for the Participating and Non-Participating Teacher Groups tended to be more negative than positive. Teacher Group 1 tended to be more positive than Teacher Group 2.

The Principal Group tended to have a negative attitude toward most of the concepts, their administrators, and supervisors. They manifested a continuously positive attitude toward Parents.

The composite data for the Participating and Non-Participating Teacher Groups tended to be negative as did that for the Principals, and the Grand Total Scores. The difference between the Non-Participant to Participant scores /(N-P)-P/ produced a positive trend, however. The larger score for the Participating Group produced the positive trend. (See Table 1 on pages 14 and 15)

The data for Participants and Non-Participants (Tables 1a and 1b-c) indicate trends toward negative attitudes. Teacher Group 2 in both categories was predominantly more negative than Teacher Group 1.

The comparison data for P/N-P, Participant Groups, Principal/Participant, and Non-Participant Groups (Tables 1d, 1e, 1f, 1g, and 1h) indicate more recordings on the negative scale than on the positive one.

The composite of similarities for the Tables listed above indicate more negative recordings than positive recordings. The Concept Parents received the largest number of recordings on the positive attitude scale, and Grading received the largest number on the negative attitude scale. (Tables 1i and 1j on pages 26 and 27)

The trend in dimension of attitude from Post-Testing to Pre-Testing for Participating and Non-Participating Groups tended to be more positive than negative. (Table 3 on pages 30 and 31)

The Grand Total data for the individual concepts, and the Teacher Summary of positive and negative scores tend to be more positive than negative. (Table 7) We can assume that the value of the Teacher Summary data was numerically large enough to influence the negative tendencies of the Principal's data which is included in the Grand Total data.

The Group Leader Summaries of Participation and Individual Attitudes of participants tended to be positive from Pre to Post Testing. (Formula: Post-Pre) (See Tables 8 through 13)

CONCLUSION

The Participating and Non-Participating Teacher Groups tend to be more negative than positive in their attitude toward the concepts.

The difference produced by the formula /(N-P) - P/ tended to develop a positive scale.

Teacher Group 2 of both the Participating and Non-Participating Teacher Groups tended to be more negative than Teacher Group 1. It could be assumed that one factor prompting the negative feeling of Teacher Group 2 is their late-in-the-week meeting time--Friday afternoon.

The difference scores produced by the formula (Post-Pre) for the Participating and Non-Participating Groups tended to be more positive than negative.

The numerical value of the Teacher scores tended to offset the negative influence of the Principal data.

The positive opinion of the group leaders regarding categories of participation and individual attitudes tended to correlate with the data resulting from computations between Post Testing and Pre Testing times and between Non-Participant and Participant (See Tables 1, 3, and 8 through 16).

LIMITATIONS

The following information could have been sought:

1. Biographical data about the Participating and Non-Participating personnel.

2. Some indications of the comprehension of the Dimensions of Attitude by the personnel involved.

3. A description of how the Participating and Non-Participating personnel were selected.

4. A description of the objectives and methods used by each group leader.

5. A log of feelings of participants after each group session.

6. More data gathering instruments:

   a. Attitude data from students--Pre/Post

   b. Teacher's personal evaluation regarding:

      1. Categories of participation
      2. Individual attitudes

   c. Successes and failures by participants during classroom implementation of skills learned in group sessions.

   d. Feedback resulting from discussions with staff members in the home school

7. Need for a control group for the Principals.

8. More participation by administrators and supervisors.

9. Some expression of feelings about the program as viewed by the administrators and supervisors.

10. Possible inclusion of parents, on a limited basis.

RECOMMENDATIONS

1. Request a written expression of feelings from participating personnel regarding the objectives and manner of achieving them.

2. Solicit a list of recommendations regarding achievement of objectives.

3. Provide time for participants to discuss the content of the group sessions with their respective home school staff members.

4. Provide a list of problems currently puzzling the participants.

5. Collect biographical data from participating and non-participating personnel.

6. Collect interim self-report data from pupils regarding their feeling toward the teacher, other pupils, curriculum, events of the day, and self-concept.

7. Collect self-report data from teachers, principals, administrators, and supervisors.

8. Where possible, include men in the group dynamics program.

9. Provide opportunities for teachers and principals to share feelings and concerns.

10. Request recommendations from the Menninger Staff for improvement of the program.

11. Institute a follow-up program for the participants.

12. Include parents in some way.

13. Schedule a meeting of the Principal Group, the Participating Teacher Groups, and the Non-Participating Teacher Groups individually and together, for the purpose of studying the trends revealed in this report.

DATA INSTRUMENTS USED

The Semantic Differential was the main source of data for evaluating the program. Pre and Post data were gathered from participating and non-participating members of the groups. Comparison data within groups and between groups were prepared from the basic data.

Summaries of Participation and Summaries of Individual Attitudes were submitted by the group leaders (See Tables 9 through 16). The summary data of the leaders and that developed for the Semantic Differential were compared. Reference is made to this comparison in the Conclusion Section.

THE SEMANTIC DIFFERENTIAL

The Semantic Differential is a data gathering device which is widely used and has been generalized in a wide range of research application. The usual procedure is to choose a series of concepts which are relevant and represent the subject or topic to which one wishes to ascribe meaning. For each concept, bi-polar adjectives are selected and constitute scales. Each scale has seven-step intervals between its polar adjectives. The concept appears at the top of one sheet of paper with the bi-polar adjectival scales listed below. The format is as follows:

MY BOSS

good ___ ___ ___ ___ ___ ___ ___ bad

fair ___ ___ ___ ___ ___ ___ ___ unfair

The nine concepts used in the Menninger Project include: Teacher, Principal, Pupil, Grading, Lecturing, Class Discussion, Public Schools, My Work, and Parents. These concepts are formated as described below, following the suggestions of Kerlinger.[1]

For each of the concepts there are twelve seven-step scales. The twelve scales yield three Dimension of Attitude scores called Evaluation (E), Potency (P), and Activity (A). (Definition of these scores follows the description of this instrument.) Every third scale is selected for one of the derived scores; thus, four scales contribute to each of the scores. (See Sample A)

Scales are scored by attaching the values of 1-7 to each of the steps, with seven assigned to the positive end of the scale. (See item 4, page 9)

To interpret the scores, the dictionary definition is ascribed to each of the three derived scores. Then using the magnitude of the score, one could estimate relative degrees of meaning that the respondents attached to various concepts. For example, an E score of 25 would indicate that the respondent sees the concept as having a high value; whereas, an A score of 4 would be interpreted to mean the respondent sees the concept as being inactive. Score interpretations are relative to other scores on the concepts and to scores of other respondents.

1 Fred N. Kerlinger, Foundations of Behavior Research (New York: Holt, Rinehart, and Winston, 1964.

DEFINITION OF THE SCORES USED IN THE SEMANTIC DIFFERENTIAL IN THIS REPORT

1. Evaluation (E)

   The individual's appraisal of the object or concept under consideration, corresponding to the favorable-unfavorable dimension of some attitude scales.

   Examples: good-bad, pleasant-unpleasant, fair-unfair, clean-dirty.

2. Potency (P)

   The individual's perception of the power, effectiveness, or influence of the object or concept under consideration.

   Examples: strong-weak, rugged-delicate, large-small, heavy-light.

3. Activity (A)

   The individual's perception of the energy, quickness, sharpness, readiness, zeal, or exertion as it applies to the concept or object under consideration.

   Examples: fast-slow, hot-cold, active-passive.

4. We redesigned the value system for the Pre/Post score components in order to give quick evidence of the influence the program was having on its objective--change of attitude.

   This design provided for score values to range from -3 to +3 with a middle score always equal to zero (0). (See Sample A) These scores became the components for all computations. The results from Post to Pre and from Non-Participant to Participant (See Sample B) indicate a positive (+) or negative (-) tendency to change.

SAMPLE 'A'

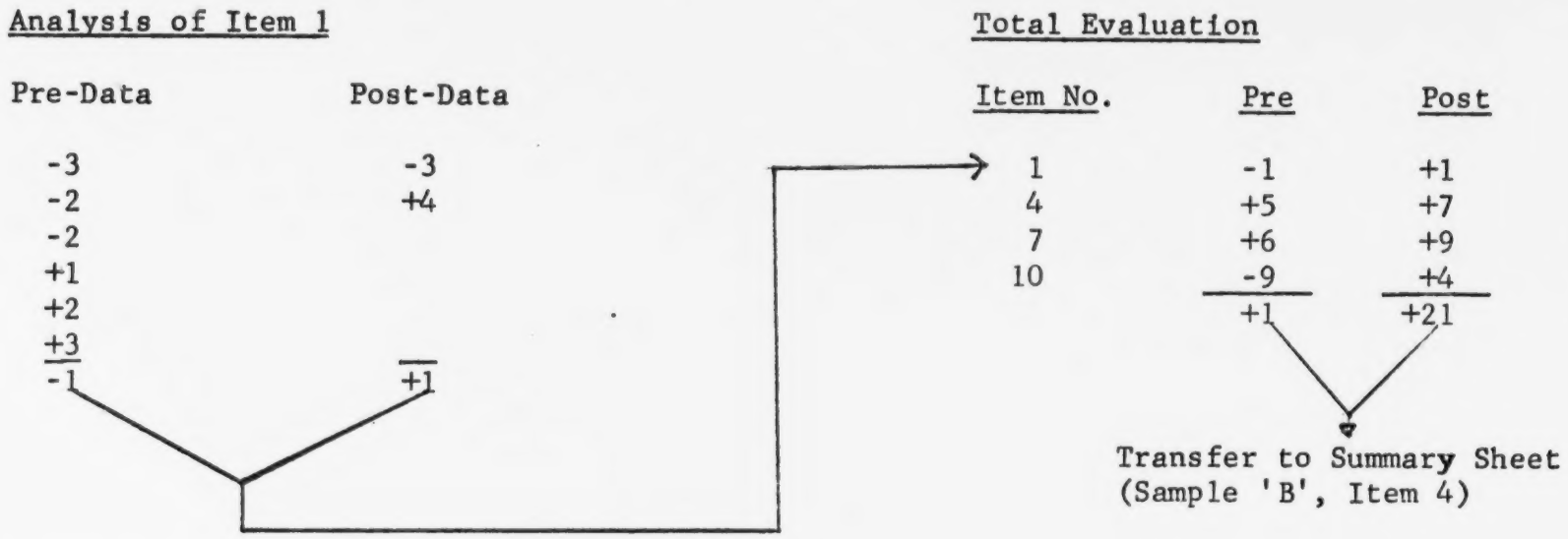
TOPIC: Parents GROUP: Principal

Score Factors		-3		-2		-1		0		+1		+2		+3		
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
E	1. Bad	1		1		2	3	2	4	1		1	2	1		Good
P	2. Weak															Strong
A	3. Slow															Fast
E	4. Unpleasant	1				2	1		3	3	2	2	3	1		Pleasant
P	5. Hard															Soft
A	6. Passive															Active
E	7. Worthless	1			2	2		1	1	2	2		1	3	3	Valuable
P	8. Small															Large
A	9. Cold															Hot
E	10. Sad	1		2		4	1		4	2	3		1			Happy
P	11. Heavy															Light
A	12. Dull															Sharp

The letters before each adjective pair indicate the factors.

Legend:
E - Evaluation
P - Potency
A - Activity

SAMPLE 'A' - Continued



Source of Dimension Data

Evaluation---Items 1, 4, 7, 10

Potency------Items 2, 5, 8, 11

Activity-----Items 3, 6, 9, 12

SAMPLE "B"

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD PARENTS.

	Participants			NonParticipating Comparison			Difference
	Pre	Post	Change	Pre	Post	Change	Between Groups
Teachers						Post-Pre	Non-Part-Part
Group I							
Evaluation							
Potency							
Activity							
Total (1)	+8	+13	+5	+12	+16	+4	-1
Group II							
Evaluation							
Potency							
Activity							
Total (2)	+28	+28	0	+23	-6	-29	-29
Total for Group I plus Group II (3)	+36	+41	+5	+35	+10	-25	-30
Principals							
Evaluation (4)	+1	+21	+20				
Potency	-8	+7	+15				
Activity	-10	-5	+5				
Total	-17	+23	+40				
GRAND TOTAL	+19	+64	+45	+35	+10	-25	-70

SAMPLE 'B'
ATTITUDES OF SCHOOL PERSONNEL AS MEASURED BY SEMANTIC DIFFERENTIAL
TOWARD PARENTS

SUMMARY OF SAMPLE 'A' and 'B'

The scores for the Dimensions of Attitude, Evaluation, Potency, and Activity were computed according to the illustration shown in Sample 'A'.

The Dimension of Attitude scores were then recorded on the Attitude of School Personnel Form (Sample 'B').

The data recorded on the Attitude of School Personnel Form Appendices A through J were the basis for constructing the working form shown in Table 1, on page 14.

Table 1
Semantic Differential
(See Appendix A through J)

Dimension of Attitude

Name of Concept	N	Evaluation			Potency			Activity			Total		
		P	N-P	Diff	P	N-P	Diff	P	N-P	Diff	P	N-P	Diff
Teacher													
Group 1	14	-2	+2	+4	-6	0	+6	+8	+1	-7	0	+3	+3
Group 2	12	+13	-25	-38	+3	-16	-19	+19	-9	-28	+35	-50	-85
Principals													
Group 1	14	+7	+8	+1	+1	-1	-2	+1	+10	+9	+9	+17	+8
Group 2	12	-3	-12	-9	-6	-5	+1	-6	-2	+4	-15	-19	-4
Pupils													
Group 1	14	-3	0	+3	+10	+9	-1	-7	+10	+17	0	+19	+19
Group 2	12	+6	-13	-19	0	+14	+14	0	+4	+4	+6	+5	-1
Grading													
Group 1	14	-11	-11	0	-27	-1	+26	-16	-8	+8	-54	-20	+34
Group 2	12	+11	+1	-10	-18	-1	+17	+2	+12	+10	-5	+12	+17
Lecturing													
Group 1	14	+2	-19	-21	-10	+2	+12	-9	-15	-6	-17	-32	-15
Group 2	12	-16	+2	+18	-10	-10	0	-4	+13	+17	-30	+5	+35
Class Discussion													
Group 1	14	-3	+7	+10	-19	+4	+23	+9	+6	-3	-13	+17	+30
Group 2	12	-8	+2	+10	-3	-16	-13	+1	-10	-11	-10	-24	-14
Public Schools													
Group 1	14	+17	-1	-18	-2	+1	+3	+20	-1	-21	+35	-1	-36
Group 2	12	-11	-4	+7	-4	-18	-14	-1	-8	-7	-16	-30	-14
My Work													
Group 1	14	+16	+3	-13	-9	+2	+11	+4	+12	+8	+11	+17	+6
Group 2	12	+4	-7	-11	-4	+1	+5	+7	-4	-11	+7	-10	-17
Parents													
Group 1	7	-2	0	+2	+4	-5	-9	+3	+9	+6	-5	+4	-1
Group 2	6	-3	-9	-6	+11	-8	-19	-8	-12	-4	0	-29	-29
Composite													
Group 1	15	+21	-11	-32	-58	+11	+69	+13	+24	+11	-24	+24	+48
Group 2	12	-7	-65	-58	-31	-59	-28	+10	-16	-26	-28	-140	-112
Positive-Gr 1		4	4	5	3	5	6	6	6	5	4	6	6
Gr 2		4	3	3	2	2	4	4	3	4	3	3	2
Negative-Gr 1		5	3	3	6	3	3	3	3	4	3	3	3
Gr 2		5	6	6	6	7	4	4	6	5	5	6	7
Zeros----Gr 1		-	2	1	-	1	-	-	-	-	2	-	-
(no Gr 2 change)		-	-	-	1	-	1	1	-	-	1	-	-

Table 1 Continued

	1			2				3		
	TEACHERS			PRINCIPALS				GRAND TOTALS		
Name of Concept	Total for Groups 1 and 2 Pre and Post Test Results All Dimensions			Pre and Post Test Results			Sum of Difference	Sum of Columns 1 & 2		
				Evaluation	Potency	Activity				
	P	N-P	Diff					P	N-P	Diff
Teacher	+35	-47	-82	-14	+9	-9	-14	+21	-47	-68
Principal	-6	-2	+4	-8	-18	-6	-32	-38	-2	+36
Pupil	+6	+24	+18	-12	0	-12	-24	-18	+24	+42
Grading	-59	-8	+51	-2	-18	-28	-48	-107	-8	+99
Lecturing	-47	-27	+20	-9	-6	-2	-17	-64	-27	+37
Class Discussion	-23	-7	+16	-15	-10	-4	-29	-52	-7	+45
Public Schools	+19	-31	-50	-8	+5	-7	-10	+9	-31	-40
My Work	+18	+7	-11	-7	-14	-6	-27	-9	+7	+16
Parents	+5	-25	-30	+20	+15	+5	+40	+45	-25	-70
Composite	-52	-116	-64	-55	-37	-69	-161	-213	-116	+97
Positive (+)	5	2	5	1	3	1	1	3	2	6
Negative (-)	4	7	4	8	5	8	8	6	7	3
No Change (0)					1					

TABLE 1 Continued

Table 1a

Similarities and Differences in Attitude for Participants, only, with each Dimension and across Dimension for each Concept. (See Table 1 on page 14)

+ positive
- negative

Name of Group	Dimension of Attitude			Total
	Evaluation	Potency	Activity	
	+	+	+	+
Principals	Parents	Teachers Public Schools Parents	Parents	Parents
	-	-	-	-
	Teachers Principals Pupils Grading Lecturing Class Discussion Public Schools My Work	Principals Grading Lecturing Class Discussion My Work	Teachers Principals Pupils Grading Lecturing Class Discussion Public Schools My Work	Teachers Principals Pupils Grading Lecturing Class Discussion Public Schools My Work
	+	+	+	+
Group 1	Principal Lecturing Public Schools My Work Composite	Principals Pupils Parents	Teachers Principal Class Discussion Public Schools My Work Parents Composite	Principal Public Schools My Work Parents
Group 2	Teachers Pupils Grading My Work	Teachers Parents	Teachers Grading Class Discussion My Work Composite	Teachers Pupils My Work
	-	-	-	-
Group 1	Teachers Pupils Grading Class Discussion Parents Composite	Teachers Grading Lecturing Class Discussion Public Schools My Work Composite	Pupils Grading Lecturing	Grading Lecturing Class Discussion Composite
Group 2	Principal Lecturing Class Discussion Public Schools Parents	Principal Grading Lecturing Class Discussion Public Schools My Work Composite	Principals Lecturing Public Schools Parents	Principals Grading Lecturing Class Discussion Public Schools Composite

Table 1a Continued

Name of Group	Dimension of Attitude			Total
	Evaluation	Potency	Activity	
	No Change	No Change	No Change	No Change
Group 1	None	None	None	Teachers Pupils
Group 2	None	Pupils	Pupils	Parents

Summary of Data

The concepts underlined denote similarities in attitude across dimensions, including the Totals Column, and aids in identifying similarities between or among groups within a single dimension.

There were no positive (+) similarities across dimension between the Participating Groups. (Principals and Teacher Groups 1 and 2). There were a few across dimension negative (-) similarities for these groups.

The Principals Group, only, indicated a positive attitude toward the Parent concept across dimensions. (See Table 1 on page 15)

According to the data the Principals tended to be more negative toward the Concepts than the Teacher Groups.

The Teacher Groups tended to be negative toward more concepts than they were positive. Group 2 was only slightly more negative than Group 1.

The word 'none' written on page 2 of Table 1a indicates that some change did take place.

Table 1b-c

Similarities and Differences in Attitude for Non-Participants, only, by groups within each Dimension, and across Dimensions, for each Concept. (See Table 1 on pages 14 and 15)

Group Number	Dimensions of Attitude			Totals
	Evaluation	Potency	Activity	
	+	+	+	+
Group 1	Teacher Principal Class Discussion My Work	Pupils Lecturing Class Discussion Public Schools My Work Composite	Teacher Principal Pupils Class Discussion My Work Parents Composite	Teacher Principal Pupils Class Discussion My Work Parents Composite
Group 2	Grading Lecturing Class Discussion	Pupils My Work	Pupils Grading Lecturing	Pupils Grading Lecturing
	-	-	-	-
Group 1	Grading Lecturing Public Schools Composite	Principals Grading Parents	Grading Lecturing Public Schools	Grading Lecturing Public Schools
Group 2	Teacher Principals Pupils Public Schools My Work Parents Composite	Teacher Principal Grading Lecturing Class Discussion Public Schools Parents Composite	Teachers Principals Class Discussion Public Schools My Work Parents	Teachers Principals Class Discussion Public Schools My Work Parents Composite
	(No Change) 0	(No Change) 0	(No Change) 0	(No Change) 0
Group 1	Pupils Parents	Teacher	-	-
Group 2	-	-	-	-

Table 1b-c Continued

Summary of Data

The concepts underlined denote similarities in attitude across dimensions, including the Totals Column, and aids in identifying similarities between or among groups within a single dimension.

The Teacher Groups indicate some similarities within a single dimension for both the Positive and Negative Scales.

Group 1 revealed across-dimension similarity on the Positive Scale.

Groups 1 and 2 signified across-dimension similarity on the Negative Scale. Group 2 tended to be negative toward more concepts than Group 1.

Teacher Group 1 appeared to be strong in Positive Attitude while Teacher Group 2 appeared strong in negative attitude.

Table 1d

Similarities Between Participating and Non-Participating Teacher Groups
(See Table 1 on pages 14 and 15)

Group Number	Positive Dimension of Attitude			Totals
	Evaluation	Potency	Activity	
Group 1	Principals My Work	Pupil	Teachers Principals Class Discussion My Work Parents Composite	Principals My Work Parents
Group 2	Grading	None	Grading	Pupils

	Negative Dimension of Attitude			
Group 1	Grading	Grading	Grading Lecturing	Grading Lecturing
Group 2	Principals Public Schools Parents	Principals Grading Lecturing Class Discussion Public Schools Composite	Principals Public Schools Parents	Principals Class Discussion Public Schools Composite

Summary of Data

The data reveals some similarity between groups within the Potency Dimension on the Negative Scale.

The data for Group 1 indicated similarity across dimension on the negative scale for the Concept Grading. Group 2 indicated similarity across dimension, for the Concepts Principal and Public Schools.

The Activity and Potency Dimensions received the highest and lowest number of recordings, respectively, on the positive scale. The frequency of recording tended to be the same for all dimensions on the negative scale.

Group 1 recorded more entries than Group 2 on the positive scale and Group 2 recorded more entries on the negative scale than did Group 1.

There was no expression of attitude toward Lecturing and Public Schools on the positive scale. The Concepts Teacher , Pupil , and My Work received no scores on the negative scale. The concepts with no scores were different for both scales.

Table 1d Continued

Summary of Data

According to the data in Table 1d more scores were recorded on the negative scale than on the positive scale.

The data shown in Table 1d indicates a reduction in frequency of recordings when compared with the recordings for the focal items taken separately.

The total number of recordings tends to be the same in the Teacher Groups in Tables 1a and 1b.

Most of the recordings are in the negative scale, and Teacher Group 2 received most of those recorded for both groups.

Similarly, the data in Table 1d, denotes a positive tendency for Group 1 and a negative tendency for Group 2.

Table 1e

Similarities Between Principals and Non-Participating Groups. See Tables 1a and 1 b-c on pages 16 through 19)

Group Number	Positive Dimension of Attitude			Totals
	Evaluation	Potency	Activity	
Group 1	None	Public Schools	Parents	Parents
Group 2	None	None	None	None

	Negative Dimension of Attitude			
Group 1	Grading Lecturing Public Schools	Principals Grading	Grading Lecturing Public Schools	Grading Lecturing Public Schools
Group 2	Teacher Principal Pupil Public Schools My Work	Principal Grading Lecturing Class Discussion	Teacher Principal Public Schools My Work Class Discussion	Teacher Principal Public Schools My Work Class Discussion

Summary of Data

Similarities in Positive Attitude between Principals and Non-Participants is very limited. The Concept Public Schools under the Dimension Potency and the Concept Parent under the Dimension Activity are the only similarities recorded in the positive scale. Both groups recorded Parents in the Total Column.

The Non-Participating Teacher Groups and the Principals were similar in the following ways on the negative scales.

Dimension			
Evaluation	Potency	Activity	Totals
Public Schools	Principal Grading	Public Schools	Public Schools

The Principals and Non-Participating Group 1 recorded a negative attitude toward Grading across dimension. The Principals and Group 2 recorded a negative attitude toward the Concept Principal across dimension.

The Principals tended to have a negative attitude toward all the concepts and in every dimension. The range of negative attitudes for the Non-Participating Teacher Group 2 was from 6 to 7 in all dimensions.

Table 1f

Table of Similarities and Differences between Participating Teacher Groups 1 and 2 within a single Dimension. (See Table 1a on pages 16 and 17)

Group Number	Positive Dimension of Attitude			Totals
	Evaluation	Potency	Activity	
Groups 1 & 2	My Work	Parents	Teachers Class Discussion My Work	My Work

	Negative Dimension of Attitude			
Groups 1 & 2	Class Discussion Parents	Class Discussion Grading Lecturing Public Schools My Work Composite	Lecturing	Class Discussion Grading Lecturing Composite

Summary of Data

There were more recordings in the Negative Attitude section than the Positive section.

There were no across dimension similarities in either the Positive or Negative sections.

There were no opposite feelings about concepts between the positive and negative scales and within dimensions.

The Concepts Principal and Pupil were not recorded positively or negatively. The Concept Teacher received a positive attitude under the Dimension Activity . There was no score on the negative scale.

The positive section contained four concepts, and the negative section six recordings.

Table 1g

The table which follows denotes similarities in Positive and Negative Attitude between Principals and Participating Teacher Groups within a single dimension (See Table 1a on pages 16 and 17)

Teacher Group	Positive Dimension of Attitude			Totals
	Evaluation	Potency	Activity	
1	None	Parents	Parents	Parents
2	None	Parents Teachers	None	None

	Negative Dimension of Attitude			
1	Teachers Pupils Grading Class Discussion	Grading Class Discussion Lecturing My Work	Pupils Grading Lecturing	Grading Class Discussion Lecturing
2	Principal Lecturing Class Discussion	Principals Lecturing Class Discussion Grading My Work	Principals Lecturing Public Schools	Principals Lecturing Class Discussion Public Schools

Summary of Data

The data yields no across-dimension similarities in the positive scale.

The Principals and Group 1 signified across-dimension similarity with the Concept Grading on the Negative Scale. Group 2 indicated similarity across-dimension with the Concepts Principal and Lecturing on the negative scale.

There were no opposite feelings about any concept between the Positive and Negative Scale.

There is some similarity between Teacher Group 1 and 2 and the Principal Group within single dimensions on the negative scale.

The frequency of positive and negative recordings were about the same for the Principals and Non-Participating Groups and the Principals and Participating Groups.

Table 1h

Similarities between Non-Participating Teacher Groups 1 and 2 within a single dimension of attitude. (See Table 1b-c on pages 18 and 19)

Positive Dimension of Attitude			
Evaluation	Potency	Activity	Total
Class Discussion	Pupils My Work	Pupils	Pupils

Negative Dimension of Attitude			
Evaluation	Potency	Activity	Total
Public Schools Composite	Principal Grading Parents	Public Schools	Public Schools

Summary of Data

The lack of commonality between groups tended to reduce the number of concepts receiving support.

The positive support was reduced from nine concepts to three concepts and the negative concurrences were reduced from nine concepts to four concepts.

Although there was some positive support by Teacher Groups 1 and 2, within a single dimension. (See Table 1h). There was no incidence of across-dimension support between the groups.

Teacher Groups 1 and 2 indicated no opposite attitudes toward any concepts. (See Table 1h)

The data denotes more positive support for the Concept Pupil than any other concepts, whereas, a negative attitude was disclosed for Public Schools.

Table 1i

Composite of Similarities in Positive Attitudes as Recorded in Tables 1d, 1e, 1f, 1g, and 1h.

Concepts	Dimension of Attitude							
	Evaluation		Potency		Activity		Totals	
	Teacher Groups		Teacher Groups		Teacher Groups		Teacher Groups	
	1	2	1	2	1	2	1	2
Teacher*					1,3*			
Principal								
Pupil*			1,5*					1,5*
Grading								
Lecturing								
Class Discussion*					1,3*			
Public Schools								
My Work*	1,3*	3,5*			1,3*		1,3*	
Parents*			3,4*	3,4*	1,2,4*		1,2,4*	
Composite								
Frequency Totals	2	2	4	2	9	0	5	2
	4		6		9		7	

List of Participating and Non-Participating Groups and Combinations thereof.

*Code

1	Participating and Non-Participating Teachers	(Table 1d, page 20)
2	Principals and Non-Participating Teachers	(Table 1e, page 22)
3	Participating Teacher Groups	(Table 1f, page 23)
4	Principals and Participating Teacher Groups	(Table 1g, page 24)
5	Non-Participating Teacher Groups	(Table 1h, page 25)

The Concept Parent received the most recordings. The Concepts Principal,, Grading, Lecturing, and Public Schools received no recordings on the positive scale. The Dimension Activity received the largest number of recordings and included four concepts. The Dimension Evaluation received the least number of recordings, and included one concept.

Table 1j

Composite of Similarities in Negative Attitudes as recorded in Tables 1d, 1e, 1f, 1g, and 1h.

Concepts	Dimensions of Attitude						Totals	
	Evaluation		Potency		Activity			
	Teacher Groups		Teacher Groups		Teacher Groups		Teacher Groups	
	1	2	1	2	1	2	1	2
Teacher								
Principal		1,2,4, 5*	2,5*	1,2,4, 5*		1,2,4*		1,2,4*
Pupil								
Grading	1,2,4*		1,2,3, 4,5*	1,2,3,4, 5*	1,2,4*		1,2,3, 4*	
Lecturing			3,4*	1,2,3, 4*	1,2,3, 4*	3,4*	1,2,3, 4*	
Class Discussion	3,4*		3,4*	1,2,3, 4*			3,4*	1,2,4*
Public Schools	2,5*	1,2,5*		1,3*	2,5*	1,2,4, 5*	2,5*	1,2,4, 5*
My Work			3,4*	3,4*				
Parents		1,3,5*						
Composite				1,3*				1,3*
Frequency Totals	7	10	13	23	9	9	12	15

List of Participating and Non-Participating Groups and Combinations thereof.

*Code

1	Participating and Non-Participating Teachers	(Table 1d, page 20)
2	Principals and Non-Participating Teachers	(Table 1e, page 22)
3	Participating Teacher Groups	(Table 1f, page 23)
4	Principals and Participating Teacher Groups	(Table 1g, page 24)
5	Non-Participating Teacher Groups	(Table 1h, page 25)

On the Negative Scale Grading and Public Schools received the greatest across-dimension attention. Parents received the least. This latter observation is the opposite of that shown for this concept on the Positive Scale.

Summary of Data

There are twenty-six recordings on the Positive Scale and ninety-eight on the Negative Scale. (See Tables 1h and 1i)

The Activity Dimension and the Potency Dimension received the most recordings on the Positive and Negative Scales, respectively.

Teacher Group 1 tended to have a more positive attitude while Teacher Group 2 tended to have a more negative attitude.

Summary of Composite Data in Tables 1h and 1i
(Tendency to record not frequency of recordings is shown here)

Concept Name	Trend of Scores Positive	Negative	Concept Name	Trend of Scores Positive	Negative
Teacher	X		Class		
Principal		X	Discussion		X
Pupil	X		Public Schools		X
Grading		X	My Work	X	
Lecturing		X	Parents	X	
Composite	none		Composite		X

There is a tendency to have more recordings on the negative scale than on the positive scale.

The table which follows contains a summary of positive and negative recordings for all Dimensions of Attitude (See Tables 1h and 1i).

	Dimensions of Attitude			
Scale	Evaluation	Potency	Activity	Totals
Positive	4	6	9	7
Negative	17	36	18	27

The data indicates a trend toward the Negative Attitude.

Table 2

Similarities in Attitude of Participating and Non-Participating Teacher Groups toward the nine concepts (see Table 1 on pages 14 and 15)

DIMENSIONS OF ATTITUDE											
Evaluation			Potency			Activity			Totals		
P	N-P	Diff	P	N-P	Diff	P	N-P	Diff	P	N-P	Diff
-	+	+	-	0	+	+	+	-	0	+	+
Teacher Gr 1			Teacher Gr 1			Teacher Gr 1			Teacher Gr 1		
Lecturing Gr 2						Class Disc. Gr 1			Pupils Gr 1		
Class Disc. Gr 1			+	-	-						
Class Disc. Gr 2			Teachers Gr 2			+	-	-	+	-	-
			Principal Gr 1			Teacher Gr 2			Teacher Gr 2		
+	-	-	Parents Gr 1			Class Disc. Gr 2			Public Sch. Gr 1		
Teacher Gr 2			Parents Gr 2			Public Sch. Gr 1			My Work Gr 2		
Pupil Gr 2						My Work Gr 2					
Lecturing Gr 1			-	-	+	Composite Gr 2			+	+	+
Public Sch Gr 1			Principals Gr 2						Principals Gr 1		
My Work Gr 2			Grading Gr 1			+	+	+	My Work Gr 1		
Composite Gr 1			Grading Gr 2			Principal Gr 1			-	-	-
						Grading Gr 2			Principal Gr 2		
+	+	+	+	+	-	My Work Gr 1			Class Disc. Gr 2		
Principal Gr 1			Pupils Gr 1			Parents Gr 1			Public Sch. Gr 2		
						Composite Gr 1			Composite Gr 2		
-	-	-	0	+	+						
Principal Gr 2			Pupils Gr 2			-	+	+	+	+	-
Parents Gr 2						Pupils Gr 1			Pupils Gr 2		
Composite Gr 2			-	+	+	Lecturing Gr 2			Parent Gr 1		
			Lecturing Gr 1								
-	0	+	Class Disc. Gr 1			-	-	+	-	-	+
Pupil Gr 1			-	-	0	Principal Gr 2			Grading Gr 1		
Parents Gr 1			Lecturing Gr 2			Grading Gr 1			Lecturing Gr 1		
-	-	0	-	-	-	0	+	+	-	+	+
Grading Gr 1			Class Disc. Gr 2			Pupils Gr 2			Grading Gr 2		
			Public Sch Gr 2						Lecturing Gr 2		
+	+	-	Composite Gr 2			-	-	-	Class Disc. Gr 1		
Grading Gr 2						Lecturing Gr 1			Composite Gr 2		
My Work Gr 1			-	+	+	Public Sch. Gr 2					
			Public Sch. Gr 1			Parents Gr 2			0	-	-
-	-	+	My Work Gr 1						Parents Gr 2		
Public Sch. Gr 2			My Work Gr 2								
			Composite Gr 1								

The concepts underlined are those having positive or negative scores across Participating and Non-Participating Groups and the Difference column. The + and - signs symbolize a tendency for Participating Teacher Groups and the Principal Group to mutually support certain concepts. The data indicates similarity in attitude toward concepts.

Table 3

Trend in Dimension of Attitude from Post-Testing to Pre-Testing for Participating and Non-Participating Groups. The Principals are members of the Participating Group.(See Difference Columns in Table 1, on pages 14 and 15)

Concept	Group	Evaluation		Potency		Activity		Totals		Combined Total Groups 1 & 2		Principal		Grand Total	
		0/+	-	0/+	-	+	-	+	-	+	-	+	-	+	-
Teacher	1	x		x			x	x			x		x		x
	2		x		x		x		x						
Principal	1	x			x	x		x		x			x	x	
	2		x	x		x			x						
Pupil	1	x			x	x		x		x			x	x	
	2		x	x		x			x						
Grading	1	0		x		x		x		x			x	x	
	2		x	x		x		x							
Lecturing	1		x	x			x		x	x			x	x	
	2	x		0		x		x							
Class Discussion	1	x		x			x	x		x			x	x	
	2	x			x		x		x						
Public Sch.	1		x	x			x		x		x		x		x
	2	x			x		x		x						
My Work	1		x	x		x		x			x		x	x	
	2		x	x			x		x						
Parents	1	x			x	x			x		x	x		x	
	2		x		x		x		x						
Composite	1		x	x		x		x			x		x	x	
	2		x		x		x		x						

Table 3--Continued

Concept	Group	Evaluation		Potency		Activity		Totals		Combined Totals Groups 1 & 2		Principal		Grand Total	
		0/+	-	0/+	-	+	-	+	-	+	-	+	-	+	-
Frequency of +'s and -'s by Groups															
	1	5	3	6	3	5	4	6	3	5	4	1	8	6	3
	2	3	6	4	4	4	5	2	7						
0's(No Change)		1		1											

Sum of Frequency of Positive (+) and Negative (-) Scores for Teacher Groups

	Group 1	Group 2
Positive (+)	22	13
Negative (-)	13	22

SUMMARY OF DATA

The sequence used to determine positive and negative trends is as follows:

1. Post minus Pre
2. Non-Participating minus Participant

The data for Teacher Group 1 tends to be more positive than that for Teacher Group 2. The combined data for Teacher Groups 1 and 2 indicates a slight change in favor of the positive attitude.

The data for Teacher Group 2,and the Principals signifies a negative tendency.

The outcome as recorded in the Grand Total Column, indicates an overall positive tendency.

Table 4

Similarities and Difference in Post/Pre Data for Principals Across-Dimension for each Concept

Name of Concept	Dimension of Attitude--Principals				Frequency of		
	Evaluation	Potency	Activity	Totals	+'s	-'s	0's
Teachers	-	+	-	-	1	3	
Principals	-	-	-	-		4	
Pupils	-	0	-	-		3	1
Grading	-	-	-	-		4	
Lecturing	-	-	-	-		4	
Class Discussion	-	-	-	-		4	
Public Sch	-	+	-	-	1	3	
My Work	-	-	-	-		4	
Parents	+	+	+	+	4		
Composite	-	-	-	-	6	29	1
+'s	1	3	1	1	6		
-'s	8	5	8	8		29	
0's (no change)		1					1

SUMMARY OF DATA

The data indicates positive attitude across-dimensions for Parents.

It indicates a negative attitude across-dimensions for Principals, Grading, Lecturing, Class Discussion, and My Work.

Twenty-nine recordings indicated negative tendencies across-dimension for all concepts, six recordings indicate positive tendencies across-dimension and a limited number of concepts.

Table 5

Trend between Post and Pre Data for Participating and Non-Participating Teacher Groups for each Concept.

Name of Concept	N	Evaluation P	Evaluation N-P	Evaluation Diff	Potency P	Potency N-P	Potency Diff	Activity P	Activity N-P	Activity Diff	Totals P	Totals N-P	Totals Diff
Dimensions of Attitudes													
Teachers													
Group 1	14	-	+	+	-	0	+	+	+	-	0	+	+
Group 2	12	+	-	-	+	-	-	+	-	-	+	-	-
Principals													
Group 1	14	+	+	+	+	-	-	+	+	+	+	+	+
Group 2	12	-	-	-	-	-	+	-	-	+	-	-	-
Pupils													
Group 1	14	-	0	+	+	+	-	-	+	+	0	+	+
Group 2	12	+	-	-	0	+	+	0	+	+	+	+	-
Grading													
Group 1	14	-	-	0	-	-	+	-	-	+	-	-	+
Group 2	12	+	+	-	-	-	+	+	+	+	-	+	+
Lecturing													
Group 1	14	+	-	-	-	+	+	-	-	-	-	-	+
Group 2	12	-	+	+	-	-	0	-	+	+	-	+	+
Class Discussion													
Group 1	14	-	+	+	-	+	+	+	+	-	-	+	+
Group 2	12	-	+	+	-	-	-	+	-	-	-	-	-
Public Sch													
Group 1	14	+	-	-	-	+	+	+	-	-	+	-	-
Group 2	12	-	-	+	-	-	-	-	-	-	-	-	-
My Work													
Group 1	14	+	+	-	-	+	+	+	+	+	+	+	+
Group 2	12	+	-	-	-	+	+	+	-	-	+	-	-
Parents													
Group 1	7	-	0	+	+	-	-	+	+	+	+	+	-
Group 2	6	-	-	-	+	-	-	-	-	-	0	-	-
Composite													
Group 1 (8+7)	15	+	-	-	-	+	+	+	+	+	-	+	+
Group 2 (6+6)	12	-	-	-	-	-	-	+	-	-	-	-	-
	Gr												
(Does not +'s	1	4	4	5	3	5	6	6	6	5	4	6	7
include	2	4	3	3	2	2	4	4	3	4	3	3	2
composite -'s	1	5	3	3	6	3	3	3	3	4	3	3	2
data)	2	5	6	6	6	7	4	4	6	5	5	6	7
0's	1	-	2	1	-	1	-	-	-	-	2	-	-
	2	-	-	-	1	-	1	-	-	-	1	-	-

Table 6

Summary of Attitudes Toward the Nine Concepts as Indicated by the Participating and Non-Participating Teachers (See Table 1)

Name of Concept	Positive Attitude (+)	Negative Attitude (-)	No Attitude	Grand Total +	-	0
Teachers	P_1, P_2	NP_2, Pr	P_1	2	2	1
Principals	P_1, NP_1	P_2, NP_2, Pr		2	3	1
Pupils	NP_1, P_2, NP_2	Pr	P_1	3	1	1
Grading	NP_2	P_1, NP_1, P_2, Pr		1	4	
Lecturing	NP_2	P_1, NP_1, P_2, Pr		1	4	
Class Discussion	NP_2	P_1, P_2, NP_2, Pr		1	4	
Public Schools	P_1	NP_1, P_2, NP_2, Pr		1	4	
My Work	P_1, NP_1, P_2	NP_2, Pr		3	2	
Parents	P_1, NP_1, Pr	NP_2	P_2	3	1	1
Composite	NP_2	P_1, P_2, NP_2, Pr				
Group Totals Pr	1	8	1			
P_1	5	3	1			
P_2	3	5	1			
NP_1	4	3				
NP_2	4	6				
Grand Total	17	25	3	17	25	3

Key to Meaning of Symbols

Pr - Principals
P_1 - Participating Teacher Group 1
P_2 - Participating Teacher Group 2
NP_1 - Non-Participating Teacher Group 1
NP_2 - Non-Participating Teacher Group 2

SUMMARY OF DATA

The purpose of Table 6 is to reveal information concerning the attitude of the members of the Participating and Non-Participating Groups toward the nine concepts under study in the Semantic Differential and according to the three dimensions of attitude (Evaluation, Potency, and Activity).

Participating Teacher Group 1 tended to be slightly more positive than the other groups. According to the data, the frequency totals for the Participating and Non-Participating Groups were the same.

Summary of Data Continued

The Principals' Group recorded one incidence of positive attitude.

The data indicating negative attitudes tended to be similar for the Principals, Participating Teachers, and Non-Participating Teachers. The Principals' Group, Participating Teacher Group 2 and Non-Participating Group 2 received the largest number of negative recordings in their respective level of participation.

The data indicates a trend toward more negative recordings.

Table 7

The data recorded in the table, below, denotes a tendency for data about the Teacher Groups, Principal Group, and Grand Total (trend) to be similar to or different from each other.

Concept	Teachers (Summary of + and - data)		Grand Total (trend)	Principals (Summary of data)
	+'s	-'s		
Principal	5	3	+	-*
Pupil	5	3	+	-*
Grading	6	1	+	-*
Lecturing	4	3	+	-*
Class Discussion	4	4	+	-*
Public Schools	2	6	-	-
My Work	3	5	+[1]	-*
Teacher	3	5	-	-
Parents	2	6	-	-
Composite	3	5	+[1]	-*

[1]Opposite trend from that indicated for Teacher Groups

*Opposite of trend indicated for Grand Total

The data in the Grand Total and Teacher Summary columns tend to be similar.

The data denoting trend for the Principals is opposite of that recorded for most concepts in the Totals Column.

The summary, as follows, indicates the trend between and among teachers, principals, and the grand total (see Table 7)

Trend Data

Concepts	Teachers	Principals	Grand Total
Teachers	-	-	-
Public Schools	-	-	-
My Work	-	-	
Composite	-	-	

Table 8

Attitude of Principals Toward Their Administrators and Supervisors (See Appendix K)

Dimension of Attitude	Change
Evaluation	-7
Potency	-14
Activity	-6
Total	-27

The data denotes a similar trend as that recorded for most of the other concepts. (See Composite scores under Column 2 in Table 1, page 15)

Table 9

Group Leader's Summary of Participation of Personnel Involved in Group Dynamics Program

Group 1 Type: Teacher

Categories of Participation	Degree of Change					Trend of Change
	Great +2	+1	0	-1	Little -2	
Direct Statements	1	1	1	5		-2
Group Interaction		1	3	4		-3
Range of Topics	1	2	4	1		+3
Solutions Verbalized		3	2	2	1	-1
Solutions Implemented	2	3	1		2	+3
Total	+8	+10	0	-12	-6	No change

Table 10

Summary of Individual Attitudes (Pre and Post) as Viewed by Group Leaders

Categories	Pre Data					Change	Post Data					Change	Trend (Post-Pre)
	Good				Poor		Good				Poor		
	+2	+1	0	-1	-2		+2	+1	0	-1	-2		
Dissatisfied with schools		3	1	3	1	-2		2	3	3		-1	+1
Complex		1	2	4	1	-5	2	2	3	1		+5	+10
Desire for Change			4	2	2	-6	4		3	1		+7	+13
View Others Capable	2	5		1		+8		3	4	1		+2	-6
View Self Capable			2	3	3	-9	1	3	2	2		+3	+12
Total	+4	+9	0	-13	-14	-14	+14	+10	0	-8		+16	+30

Table 11

Group Leader's Summary of Participation of Personnel Involved in Group Dynamics Program

Group II Type: Teacher

Categories of Participation	Degree of Change (Great +2 / +1 / 0 / -1 / -2 Little)					Trend of Change
	+2	+1	0	-1	-2	
Direct Statements	1	4	1	1		+5
Group Interaction		5		2		+3
Range of Topics	3	1	2	1		+6
Solutions Verbalized	1	4	1	1		+5
Solutions Implemented		4	2	1		+3
Total	+10	+18	0	-6		+22

Table 12

Summary of Individual Attitudes (Pre and Post) as Viewed by Group Leaders

Categories	Pre Data (Good +2 / +1 / 0 / -1 / -2 Poor)					Change	Post Data (Good +2 / +1 / 0 / -1 / -2 Poor)					Change	Trend (Post-Pre)
	+2	+1	0	-1	-2		+2	+1	0	-1	-2		
Dissatisfied with schools	4	1	2			+9		7				+7	-2
Complex	4	2	1			+10	5	2				+12	+2
Desire for Change	2	1	4			+5		6	1			+6	+1
View Others Capable			6		1	-2		5	2			+5	+7
View Self Capable		3	3	1		+2	3	3	1			+9	+7
Total	+20	+7	0	-1	-2	+24	+16	+23	0			+39	+15

Table 13

Group Leader's Summary of Participation of Personnel Involved in Group Dynamcis Program

Group -

Type: Supervisors

Categories of Participation	Degree of Change					Trend of Change
	Great				Little	
	+2	+1	0	-1	-2	
Direct Statements		1	3	4		-3
Group Interaction		5	2	1		+4
Range of Topics		6	2			+6
Solutions Verbalized		5	1	2		+3
Solutions Implemented			4	1		-1
Total		+17	0	-8		+9

Table 14

Summary of Individual Attitudes (Pre and Post) as Viewed by Group Leaders

Categories	Pre Data					Change	Post Data					Change	Trend (Post-Pre)
	Good				Poor		Good				Poor		
	+2	+1	0	-1	-2		+2	+1	0	-1	-2		
Dissatisfied with schools		3	5	3		0		2	5	1		+1	+1
Complex		1	4	3		-2		7	1			+7	+9
Desire for Change		1	4			+1	3	3	2			+9	+8
View Others Capable	2	4	2			+8		1	5	2		-1	-9
View Self Capable			4	4		-4		4	4			+4	+8
Total	+4	+9	0	-10		+3	+6	+17	0	-3		+20	+17

Number Rated 11

Table 15

Degree of Involvement by Participating Groups---as viewed by respective group leaders (See Tables 9, 11, 13)

Categories of Participation	Participating Groups			Total Group Scores
	Teachers		Supervisors	
	Group 1	Group 2		
Direct Statements	-2	+5	-3	0
Group Interaction	-3	+3	+4	+4
Range of Topics	+3	+6	+6	+15
Solutions Verbalized	-1	+5	+3	+7
Solutions Implemented	+3	+3	-1	+5
Numerical Value	No Change	+22	+9	+31

SUMMARY OF DATA

The data indicates that Teacher Group 2 was more responsive than Teacher Group 1. Teacher Group 1 tended to be least responsive to the category Group Interaction. They were equally strong on the categories Range of Topics and Solutions Implemented.

All three groups tended to be responsive to the category Range of Topics.

The Supervisors Group was most responsive to the category Range of Topics, and least responsive to the category Direct Statements.

Table 16

Summary of Individual Attitudes (Pre and Post) as viewed by respective leaders of discussion groups (See Tables 10, 12, 14)

Categories	Teacher Gr. 1			Teacher Gr. 2			Supervisors			Total Scores		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
Dissatisfaction with schools	-2	-1	+1*	+9	+7	-2	0	+1	+1	+7	+7	0
Complex	-5	+5	+10	+10	+12	+2	-2	+7	+9	+3	+24	+21
Desire for Change	-6	+7	+13	+5	+6	+1	+1	+9	+8	0	+22	+22
Views Others Capable	+8	+2	-6	-2	+5	+7	+8	-1	-9	+14	+6	-8
Views Self Capable	-9	+3	+12	+2	+9	+7	-4	+4	+8	-11	+16	+27
Totals	-14	+16	+30	+24	+39	+15	+3	+20	+17	+13	+75	+62

*Post minus Pre = Change

SUMMARY OF DATA

All Participating Groups named in the summary merited a positive change from Pre to Post data collection times.

Teacher Group 2 received a high positive attitudinal score for both the Pre and Post data. The high involvement for this group, as shown in Table 12 on page 39 , could be indicative of this trend.

The positive total scores, across categories, for Teacher Group 1 and the Supervisors could be indicative of the effectiveness of group dynamics for bringing about attitudinal changes.

There was no overall change recorded for the category Dissatisfaction with Schools. The implication of the 'no change' data could be that dissatisfcation with schools can be remedied through mutual awareness of human needs, and an acceptance of the theory that hope for improvement comes from interdependence of the self and others.

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD Teachers.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I	N=8			N=7			
Evaluation	+42	+40	-2	+39	+41	+2	+4
Potency	+7	+1	-6	+5	+5	0	+6
Activity	+14	+22	+8	+24	+25	+1	-7
Total N=14	+63	+63	0	+68	+71	+3	+3
Group II	N=6			N=6			
Evaluation	+33	+46	+13	+25	0	-25	-38
Potency	+11	+14	+3	+11	-5	-16	-19
Activity	+12	+31	+19	+6	-3	-9	-28
Total N=12	+56	+91	+35	+42	-8	-50	-85
Total for Group I plus Group II N=26	+119	+154	+35	+110	+63	-47	-82
Principals							
Evaluation	+39	+25	-14				
Potency	+4	+13	+9				
Activity	+13	+4	-9				
Total N=9	+56	+42	-14				
GRAND TOTAL N=35	+175	+196	+21	+110	+63	-47	-68

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD PRINCIPALS.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I							
Evaluation	+26	+33	+7	+26	+34	+8	+1
Potency	-1	0	+1	+3	+2	-1	-2
Activity	+18	+19	+1	+14	+24	+10	+9
Total	+43	+52	+9	+43	+60	+17	+8
Group II							
Evaluation	+31	+28	-3	+15	+3	-12	-9
Potency	+9	+3	-6	+5	0	-5	+1
Activity	+19	+13	-6	+4	+2	-2	+4
Total	+59	+44	-15	+24	+5	-19	-4
Total for Group I plus Group II	+102	+96	-6	+67	+65	-2	+4
Principals							
Evaluation	+32	+24	-8				
Potency	+21	+3	-18				
Activity	+24	+18	-6				
Total	+77	+45	-32				
GRAND TOTAL	+179	+141	-38	+67	+65	-2	+36

APPENDIX C

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD PUPILS.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I							
Evaluation	+49	+46	-3	+43	+43	0	+3
Potency	+7	+17	+10	+8	+17	+9	-1
Activity	+26	+19	-7	+25	+35	+10	+17
Total	+82	+82	0	+76	+95	+19	+19
Group II							
Evaluation	+29	+35	+6	+32	+19	-13	-19
Potency	+3	+3	0	-2	+12	+14	+14
Activity	+18	+18	0	+15	+19	+4	+4
Total	+50	+56	+6	+45	+50	+5	-1
Total for Group I plus Group II	+132	+138	+6	+121	+145	+24	+18
Principals							
Evaluation	+57	+45	-12				
Potency	+12	+12	0				
Activity	+47	+35	-12				
Total	+116	+92	-24				
GRAND TOTAL	+248	+230	-18	+121	+145	+24	+42

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD GRADING

	Participants			NonParticipating Comparison			Difference Between Groups
Teachers	Pre	Post	Change	Pre	Post	Change	
Group I							
Evaluation	-31	-42	-11	-5	-16	-11	0
Potency	-18	-45	-27	-5	-6	-1	+26
Activity	-17	-33	-16	-8	-16	-8	+8
Total	-66	-120	-54	-18	-38	-20	+34
Group II							
Evaluation	-19	-8	+11	-26	-25	+1	-10
Potency	-1	-19	-18	-23	-24	-1	+17
Activity	-13	-11	+2	-21	-9	+12	+10
Total	-33	-38	-5	-70	-58	+12	+17
Total for Group I plus Group II	-99	-158	-59	-88	-96	-8	+51
Principals							
Evaluation	-37	-39	-2				
Potency	-5	-23	-18				
Activity	-8	-36	-28				
Total	-50	-98	-48				
GRAND TOTAL	-149	-256	-107	-88	-96	-8	+99

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD LECTURING.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I							
Evaluation	-21	-19	+2	+14	-5	-19	-21
Potency	-13	-23	-10	-3	-1	+2	+12
Activity	-19	-28	-9	-4	-19	-15	-6
Total	-53	-70	-17	+7	-25	-32	-15
Group II							
Evaluation	-8	-24	-16	-20	-18	+2	+18
Potency	-3	-13	-10	-7	-17	-10	0
Activity	-18	-22	-4	-25	-12	+13	+17
Total	-29	-59	-30	-52	-47	+5	+35
Total for Group I plus Group II	-82	-129	-47	-45	-72	-27	+20
Principals							
Evaluation	-30	-39	-9				
Potency	-8	-14	-6				
Activity	-23	-25	-2				
Total	-61	-78	-17				
GRAND TOTAL	-143	-207	-64	-45	-72	-27	+37

APPENDIX F

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD CLASS DISCUSSION .

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I							
Evaluation	+52	+49	-3	+49	+56	+7	+10
Potency	+22	+3	-19	+22	+26	+4	+23
Activity	+25	+34	+9	+41	+47	+6	-3
Total	+99	+86	-13	+112	+129	+17	+30
Group II							
Evaluation	+56	+48	-8	+28	+30	+2	+10
Potency	+9	+6	-3	+10	-6	-16	-13
Activity	+34	+35	+1	+15	+5	-10	-11
Total	+99	+89	-10	+53	+29	-24	-14
Total for Group I plus Group II	+198	+175	-23	+165	+158	-7	+16
Principals							
Evaluation	+72	+57	-15				
Potency	+14	+4	-10				
Activity	+38	+34	-4				
Total	+124	+95	-29				
GRAND TOTAL	+322	+270	-52	+165	+158	-7	+45

APPENDIX G

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD PUBLIC SCHOOLS.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I							
Evaluation	-2	+15	+17	+22	+21	-1	-18
Potency	+1	-1	-2	+6	+7	+1	+3
Activity	-27	-7	+20	+15	+14	-1	-21
Total	-28	+7	+35	+43	+42	-1	-36
Group II							
Evaluation	+14	+3	-11	+4	0	-4	+7
Potency	+3	-1	-4	-3	-21	-18	-14
Activity	-4	-5	-1	-13	-21	-8	-7
Total	+13	3	-16	-12	-42	-30	-14
Total for Group I plus Group II	-15	+4	+19	+31	0	-31	-50
Principals							
Evaluation	+21	+13	-8				
Potency	+4	+9	+5				
Activity	+9	+2	-7				
Total	+34	+24	-10				
GRAND TOTAL	+19	+28	+9	+31	0	-31	-40

APPENDIX H

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD MY WORK.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I							
Evaluation	+38	+54	+16	+38	+41	+3	-13
Potency	+22	+13	-9	+15	+17	+2	+11
Activity	+29	+33	+4	+23	+35	+12	+8
Total	+89	+100	+11	+76	+93	+17	+6
Group II							
Evaluation	+32	+36	+4	+26	+19	-7	-11
Potency	+2	-2	-4	+5	+6	+1	+5
Activity	+18	+25	+7	+19	+15	-4	-11
Total	+52	+59	+7	+50	+40	-10	-17
Total for Group I plus Group II	+141	+159	+18	+126	+133	+7	-11
Principals							
Evaluation	+7	0	-7				
Potency	+5	-9	-14				
Activity	-4	-10	-6				
Total	+8	-19	-27				
GRAND TOTAL	+149	+140	-9	+126	+133	+7	+16

APPENDIX I

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD PARENTS.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change (post-pre)	Pre	Post	Change (post-pre)	(nonpart-part)
Teachers							
Group I N=7							
Evaluation Judgement	+25	+23	-2	+21	+21	0	+2
Potency Strength	-9	-5	+4	+9	+4	-5	-9
Activity Action	-8	-5	+3	-18	-9	+9	+6
Total	+8	+13	+5	+12	+16	+4	-1
Group II N=6							
Evaluation	+24	+21	-3	+16	+7	-9	-6
Potency	-1	+10	+11	+4	-4	-8	-19
Activity	+5	-3	-8	+3	-9	-12	-4
Total N=13	+28	+28	0	+23	-6	-29	-29
Total for Group I plus Group II	+36	+41	+5	+35	+10	-25	-30
Principals N=9							
Evaluation	+1	+21	+20				
Potency	-8	+7	+15				
Activity	-10	-5	+5				
Total N=9	-17	+23	+40				
GRAND TOTAL N=22	+19	+64	+45	+35	+10	-25	-70

APPENDIX J

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD COMPOSITE.

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers			(post-pre)			(post-pre)	(nonpart-part)
Group I	N=8			N=7			
Evaluation	+178	+199	+21	+247	+236	-11	-32
Potency	+18	-40	-58	+60	+71	+11	+69
Activity	+41	+54	+13	+112	+136	+24	+11
Total N= 8 + 7 = 15	+237	+213	-24	+419	+443	+24	+48
Group II	N=6			N=6			
Evaluation	+192	+185	-7	+100	+35	-65	-58
Potency	+32	+1	-31	0	-59	-59	-28
Activity	+71	+81	+10	+3	-13	-16	-26
Total N= 6 + 6 = 12	+295	+267	-28	+103	-37	-140	-112
Total for Group I plus Group II N= 14 + 13 = 27	E +370	+384	+14	+347	+271	-76	-90
	P +50	-39	-89	+60	+12	-48	+41
	A +112	+135	+23	+115	+123	+8	-15
	T +532	+480	-52	+522	+406	-116	-64
Principals							
Evaluation	+162	+107	-55				
Potency	+39	+2	-37				
Activity	+86	+17	-69				
Total N=9	+287	+126	-161				
GRAND TOTAL N=36	E +532	+491	-41	+347	+271	-76	-35
	P +89	-37	-126	+60	+12	-48	+78
	A +198	+152	-46	+115	+123	+8	+54
	T +819	+606	-213	+522	+406	-116	+97

APPENDIX K

ATTITUDES OF SCHOOL PERSONNEL, AS MEASURED BY SEMATIC DIFFERENTIAL TOWARD Administration/Supervision

	Participants			NonParticipating Comparison			Difference Between Groups
	Pre	Post	Change	Pre	Post	Change	
Teachers							
Group I							
Evaluation							
Potency							
Activity							
Total							
Group II							
Evaluation							
Potency							
Activity							
Total							
Total for Group I plus Group II							
Principals							
Evaluation	+7	0	-7				
Potency	+5	-9	-14				
Activity	-4	-10	-6				
Total	+8	-19	-27				
GRAND TOTAL							

APPENDIX L

COMPOSITION OF GROUPS

Participating Schools	Incidence of Disadvantaged* Less than $2,000	Teaching Status of Representative P/N-P												Group				Group Assignment of Teacher Representative				
		Principal Participating	Reading Clinic	L.P.*	M.P.*	E.P./M.P.	E.P.	4	4/5	5	6	7	Kindergarten	Experiment 1	Control 1	Experiment 2	Control 2	Group 1		Group 2		
																		Part*	Non-Part*	Part	Non-Part	Totals
A	10.1	X	1	/1														1			1	2
B	8.7	X		1			/1						/1					1	2			3
C	31.3	X					1											1				1
D	39.9	X		1					/1									1	1			2
E	31.1	X					/1					1	'1					2	1			3
F	34.5	X	/1		2					/1								2	1		1	4
G	27.5	X		/1	1/1					1		/1							1	2	2	5
H	26.1	X		/1		1						/1							1	1	1	3
I	78.7	X					1/2	1												2	2	4
J	21.9	X			1															1		1
K	21.0	X		/1							1								1	1		2
Totals			1/1	2/4	4/1	1	2/4	1	/1	1/1	1	1/2	1/1					8	8	7	7	30
Grand Total			2	6	5	1	6	1	1	2	1	3	2									30

Legend:

L.P.	Lower Primary
M.P.	Middle Primary
E.P.	Early Primary
P	Participating
N-P	Non-Participating

COMPOSITION OF GROUPS							
Teaching Level	Group 1		Group 2		Totals		
	P	N-P	P	N-P	P	N-P	Sum
Kindergarten	1	1			1	1	2
E.P.	1	2	1	2			
E.P./M.P.			1				
L.P.	2	1		3	9	9	18
M.P.	2	1	2				
4			1				
4/5		1					
5			1	1	4	4	8
6			1				
7	1	1		1			
Reading Clinic	1	1			1	1	2
Total Membership	8	8	7	7	15	15	30

Source of Data for Appendix 'L'

The data recorded in Appendix 'L' do not include a source. The latter data was included in an unpublished list of school names and teacher representatives.

We determined the individual assignment and recorded it.

APPENDIX L--Continued

APPENDIX M

Summary of Number of Men and Women Involved in the Program

Group	Men	Women	Total
Participants			
Teacher Group 1		8	8
Teacher Group 2		7	7
Principals	7	4	11
Administrative/Supervisory	6	12	18
Non-Participants			
Teacher Group 1		8	8
Teacher Group 2		7	7

APPENDIX N

Interpersonal Skills Attempted in Group Dynamics

A. AFFECTS

Here we are concerned with the role of the child's affects, of the teacher's affects, and the use of affects in the curriculum.

(1) The teacher displays a full range of personal affect.

Range here implies differentiation in form, degree, and complexity of affect expression in ways appropriate to the situation and consistent with the needs of the individual teacher. We expect that affect expression would take a form which allows both for the release of tension, and promotes opportunity for learning. We assume that teachers experience normal pleasure and displeasure, and that this can come out without excessive explosiveness or inhibition. We cannot expect that the teacher should not get angry, but we hope that the anger could be dealt with constructively and be limited in time rather than pervasive - that is, angry feelings should not be so all-consuming that the teacher is immobilized or looses all sense of objectivity.

(2) The teacher frequently uses her own and the child's feelings and attitudes in instructional material.

By doing this, the student will be able to experience the teacher as a living, vital individual who has feelings much like his own. If the student realizes that teachers do become angry, jealous, sad, etc., he is more likely to appreciate his own feelings. Furthermore, when the teacher is able to use her feelings as an example she can teach that while excessive emotion tends to immobilize, moderate amounts of anger or sadness may sometimes make for more effective consideration of problems. For example, a teacher might say something like, "You notice that I was angry yesterday; that I was so angry yesterday that I failed to recognize that you had done your assignment." Or, "you remember that your anger at John made it impossible to work with him." Or, "It seems like when somebody gets angry, he can only think of one thing to do and alternatives never seem to be available."

(3) Allows children opportunity for verbal affective expression - negative as well as positive.

We feel that feelings need to be expressed in order to clear the air. Pent up and unexpressed feelings produce greater frustration and interfere with logical thinking. A teacher should not try to tell a child that he does not feel angry when he obviously feels angry, or a teacher should not tell a boy that little boys are not supposed to be sad, when he obviously feels sad; but, should allow the children an opportunity for the verbalization of these feelings particularly if they are interfering with the learning process.

B. DISCIPLINE

In this area, we are concerned not only with the specific types of discipline the teacher uses to control her class, but to what degree discipline is necessary in the class. That is, to what extent has an atmosphere been established in which children have learned some degree of self-control and self-discipline so that the teacher is not continuously obligated to point out and correct behavior. However, on those occasions when some disruptive behavioral episode does occur, how does the teacher handle this?

(1) The teacher should not embarrass children as a method of discipline.

By this we mean that the teacher should not deliberately call the attention of the entire class to the child's misbehavior and to the subsequent discipline. Nor should she attempt to ridicule or otherwise demean the child in the eyes of his peers.

(2) The teacher attempts to resolve behavioral difficulties by seeking causes rather than automatically resorting to punishment or threats.

Although frequently the teacher may need to respond to some given bit of behavior immediately, the cessation of the undesirable behavior at the moment is not the sole goal toward which she strives. Particularly in those cases when the behavior is repetitive, the teacher should be seeking to understand the cause of the behavior rather than only instigating retaliatory methods which inhibit the behavior. In this respect, if behavior is repetitive, she should be seeking parental assistance, not as a means of controlling the child, but as an attempt to understand him further and to understand his environment and background.

(3) <u>The teacher should use disciplinary techniques which help children develop self-control</u>.

In this respect, punishment or discipline, should be of the type which allows the child to identify and take as his own these particular methods. For example, the teacher sends the child out of the room - does she tell him to remain there for an arbitrary amount of time, but allows him to return as soon as he feels he can be a constructive member of the group. Does the teacher wonder with the child why he is behaving as he does when clearly this is not the way he wishes to behave or does she always tell him that he is behaving badly? Does the teacher ever seek the support of the child in understanding his own behavior and modifying it rather than again, always telling the child what he needs to do to be acceptable?

C. CHILD PARTICIPATION

Here we are concerned with the degree to which the child feels himself to be an integral and participating member of the situation. Does the child feel that he has some ability to control his destiny, his learning, and his interactions with others. Or, does the child feel that all rules and regulations are externally determined and his responsibility is to merely go along with what the teacher has established? To put it more succinctly, to what degree do children experience themselves as active members of the class responsible in part for the rules, regulations and curriculum, or do they perceive themselves as passive recepients?

(1) <u>The teacher should allow the children voice in limit setting</u>.

Here, of course, we mean that the rules governing classroom behavior should in part be determined by the children themselves so that an attempt is created at group discipline rather than making all discipline a part of the teacher-child interaction.

(2) <u>The teacher should allow the students a meaningful voice in the curriculum</u>.

Here again, it is not implied that teachers should necessarily allow the children to determine what is to be studied, but, whenever it is possible, the children should be given a choice as to what is to be studied and its sequence. Clearly, there will be less opportunity for this in the earlier grades than there will be in the later grades, but to some extent, a meaningful voice in the curriculum should be allowed to all children in school.

(3) The teacher allows the children to speak as much or more than she does.

In most traditional classrooms, speech is always from the teacher to the child and back to the teacher. We would be concerned here whether the pattern is exclusively in this direction, or whether it can be from the teacher to the child to other children before it comes back to her. Again, we are also concerned with just how frequently the teacher speaks, and to what extent she offers the children in the class an opportunity to discuss their feelings and opinions on issues.

D. ATTITUDES TOWARDS CHILDREN

(1) The teacher should always encourage children's efforts even if their answers are wrong.

No one is always right, and children should be encouraged to try rather than penalized for their efforts. This is particularly important with shy, apprehensive children or those who have rarely experienced success. Furthermore, a wrong answer can often be instructive in gaining a better understanding of process of how facts fit together. A teacher who acts this way is really much more interested in the child's thought processes than she is in particular facts and wrong answers can often be more illuminating than proper ones.

(2) The teacher should encourage inter-action among students.

Other students are often as effective or more effective as teachers than are adults. The students need to learn to talk together and to think together. One of the major tasks of this developmental period is to learn how to get along with others, and the teacher should be a force in promoting such cooperation.

(3) The teacher should not encourage pets or scapegoats.

In keeping with the discussion above, nothing can produce dissension and jealousies within a group quicker than specialized treatment of some members. Children tend to resent what they consider favoritism or unequal treatment from adults and are probably more aware of this than are adults. In the child's attempt to emulate the adult, he will very often pick on the same children that the teacher has picked on creating competition rather than cooperation within the class.

(4) Academic and behavioral demands upon children vary according to the individual's capacity.

If demands upon children are obviously in excess of their capacity, the children are more likely to give up or to reduce attention. Any skilled teacher soon learns that most people try to do as adequate a job as they know they are expected to do, assuming that the demands are not too high. The teacher's demands, therefore, should not be too easy, creating in the child, the feeling that the teacher does not expect more of him, nor should they be excessive, creating the feeling in the child that he is incapable. Children are also able to accept intermediate goals and are less likely to be overwhelmed by the enormity of a task if they can see that they are making progress. This area implies that the teacher has made some attempt to individualize the children at least in her own mind, so as to present material to them that is adequately challenging and yet not overwhelming.

(5) The teacher should not talk down to children in presentation, teaching method or extra-curricular management.

Children, like adults, like to be respected and resent being talked down to. Most teachers either in their tone of voice, or direction, imply to the child an unequal status between teacher and student. This does not mean the children should be falsely encouraged, but that they need to be appreciated and recognized in verbal terms which are understandable, but not demeaning.

(6) The teacher should be genuinely interested in the child's academic and non-academic problems.

It is important for a teacher to show interest and concern about whatever positive skill the child shows and to indicate understanding that some things are difficult to do. Opportunities for the children to discuss pets, babies, trips, and so forth, create a background for trust and confidence. The teacher who refuses to listen to a child simply because the discussion or topic is not immediately relevant to the educational task at hand, loses an enormous opportunity for establishing the kind of significant relationship which learning demands. Verbal remarks would be only one way of expressing interest, for many children a smile or a pat on the shoulder might have the same effect.

(7) The teacher should allow children individual access to her.

A good teacher will make time to listen to children, to recognize them in a group, or to see them individually. This does not mean that the children should have unlimited access to her or access at any time they wish. Children are able to accept limits if they know what they are and when they apply. They also need to know why limits are made.

The teacher needs to understand what goes into a child's demand and make herself available in a flexible way. She should try to make herself available as a warm, kindly person who can be approached without fear.

E. ATTITUDE TOWARD LEARNING

(1) The teacher should utilize events current in the life of the child in her teaching.

Most children like to talk about what they have been doing and enjoying, and enjoy learning vicariously. The teacher can help the child express feelings about events in his life, encourage others to share these feelings, and use experiences as a way of making factual knowledge relevant to everyday events. Not only can she use those topical events of monumental importance such as the recent assassinations, but she can also use events current in the life of the given child that others can vicariously share.

(2) When the teacher uses textbook material, she attempts to demonstrate its relevance to the class.

This need not, of course, be done at all levels and on all occasions, and some learning should be learned for its own sake. However, with small children, the more important or more relevant a subject is, the easier it is to learn. Very often children refuse to learn particular topics because they can't see relevance between that topic and their current developmental tasks. Any subject worth teaching, must in some way, enrich the life of the child.

(3) The teacher should be imaginative and should display a variety of methods in the presentation of material.

It's axiomatic that everyone is sometimes bored or inattentive in a classroom. This is less likely to be frequent if teachers are able to vary their methods of teaching. Research with teaching high school dropouts suggests that maximal attention and academic growth is possible when teaching is varied both in form of presentation and even in the teacher's way of behaving. Students often like to discuss, but it would be unlikely that they would remain on a high level of attention if this were never varied. Audio-visual equipment is effective, but obviously can be overdone. The teacher should have available to her a variety of methods for the preparation of her material to maximize attention and interest.

(4) <u>The teacher should make a conscious effort to make the work pleasurable</u>.

Learning is obviously pleasurable for normal two-year-olds. There is no reason to believe learning could not be pleasurable for almost any age and probably almost any ability level. This does not imply that learning cannot also be painful, but it does imply that it should not be tedious and boring. Not all school work has to be pleasurable, but the teacher can get across to her students that learning is fun.

(5) <u>The teacher allows a greater degree of physical and mental activity in the classroom</u>.

Absolute quite and concentration is not natural for many of us. We often think more efficiently if we can move around and do not feel hamstrung by goals that seem unrealistic. This is true of classes of almost any age, but particularly for the young elementary student or the teenager. A teacher who enforces immobility and silence is missing an excellent opportunity to stimulate group interaction.

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